

Perception of the Students between the School's Support in Academics and Sports towards the Promotion and Sustainability of Sports Activities

Almighty C. Tabuena

Faculty, High School Department, Espiritu Santo Parochial School of Manila, Inc., Manila, Philippines

ABSTRACT

In the emergence of the existing curriculum - K to 12, where the students are the primary emphasis, the perceptions of the students are important in quality monitoring systems which are crucially needed to enable monitoring and evaluation of these important outcomes, such as the student activities. This study examined the perceptions of students regarding the support of the school between academic and sports activities. It focuses more on the school's support towards sports activities on how will the school provide the students "a healthy mind in a healthy body" in motivating them, as well as to promote and sustain the sports activities. This would be beneficial to the students in order to provide them an engaging and conducive learning environment inside and outside the school premises aside from academic activities which are the encouragement to promote and sustain sports activities, as their perceptions become evident throughout the study. According to the perception of the students, it is clearly interpreted that the school gives more support in academic activities compared to sports activities; therefore the school should promote and sustain the sports activities through training, enough training hours and sports activities, number of trainers, scope and time span of sports activities, and dissemination of information.

KEYWORDS: academics, perception, promotion, sports, sports activities, support, sustainability

How to cite this paper: Almighty C. Tabuena "Perception of the Students between the School's Support in Academics and Sports towards the Promotion and Sustainability of Sports Activities" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-4 | Issue-3, April 2020, pp.630-634, URL: www.ijtsrd.com/papers/ijtsrd30609.pdf



IJTSRD30609

Copyright © 2020 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0/>)

**INTRODUCTION**

One essential component of the education program includes designing creative learning environments that promote leadership, social and life skills through learning outside the classroom. The scope of school activities used in this particular research is based on the school's academic and sports involvement of the students inside and outside the school premises as well as the concern of MAPEH (Music, Arts, Physical Education, and Health) Teachers whether the school gives equally support in academic and sports activities.

In this study, as stated in the mission of Espiritu Santo Parochial School of Manila, Inc. as to, "commit ourselves to acquire knowledge, skills, competencies and value-laden foundation to cope with the increasing needs of a competitive and fast-changing society," involvement in extracurricular activities strengthens the ties of students to the school they are enrolled in; therefore, academic institutions must enhance such activities for retention purposes, when students are engaged and feel some type of connection with the school - they are more likely stay in the same institution (Baker, 2008; Correa, et. al., 2015).

According to the Novak Djokovic Foundation (2015), the enhancement of physical and mental development of children is certainly the most important contribution of

sports for children. Due to its vast reach, unparalleled popularity and foundation of positive values, sport is definitely one of the greatest things man has ever created. It's also a powerful tool that breaks down all the barriers and helps us feel good about ourselves, both physically and mentally. Therefore, to provide the students "a healthy mind in a healthy body" - a phrase which widely used in sporting and educational contexts to express the theory that physical exercise is an important or essential part of mental and psychological well-being, there should be balance support of the school between academic and sports activities. When balanced with academic learning, sports activities may help students raise self-esteem, develop school spirit and connect with the adults in the community in a positive manner creating a good situation for all (Wilson, 2009).

Significance of the Study

This study examined the perceptions of students regarding the support of the school between academic and sports activities. It focuses more on the school's support towards sports activities on how will the school provide the students "a healthy mind in a healthy body" in motivating them as well as to promote and sustain the sports activities.

Physical activity is central to health, and its importance clearly extends beyond its role in achieving energy balance

to prevent any harmful risk factors. Adequate daily physical activity improves cardiovascular health, metabolic health, brain, and mental health, and musculoskeletal health—benefits that recent research shows are gained across the life span. Important emerging research has further focused on the association between physical activity in youth and academic achievement (Kohl et. al., 2012; Institute of Medicine, 2013). In this particular research, it is important to discern the perceptions and concerns of the students of Espiritu Santo Parochial School in terms of the support given concerning academic and sports activities to provide them not only "a dynamic school community that is Christ-centered, academically competent, nationalistic, and compassionate" but to foster a holistic and sustainable individual.

Moreover, this research would be beneficial to the students in order to provide them an engaging and conducive learning environment inside and outside the school premises aside from academic activities which are the encouragement to promote and sustain [the sports and] the sports activities, as their perceptions become evident throughout the study. As well, to the administrators to understand the nature of differences between their support to academic and sports activities, assessment and evaluation might help to further improve the status of both activities when it comes to the result of gathered data from the students of this research.

Statement of the Problem

This study examined the perceptions of students regarding the support of the school between academic and sports activities. Specifically, this study aimed to answer the following:

1. What is the general perception of the students towards the school's support between academic and sports activities?
2. What are the primary concerns of the students towards the support of the school in sports activities?
3. What is the general status of sports and sports activities in the school, and how will the school motivates the students, as well as to promote and sustain the sports activities?

LITERATURE REVIEW

Schools are an ideal venue for the implementation of healthy behaviors; because youth spend such a large amount of time in school; and because schools already have the access, personnel, equipment, and space to implement physical activity programming (Institute of Medicine, 2013). School physical activity programs are needed so that schools can ensure they are providing students with an hour or more of vigorous- or moderate-intensity physical activity per day. Physical activity programs are neither equivalent to nor a substitute for physical education, and both can contribute meaningfully to the development of healthy, active children (Institute of Medicine, 2013; National Academy of Sciences, 2013). Physical activity opportunities in schools take the form primarily of formal instruction in physical education for all students and sport-based athletics for the talented and interested. Although physical education is a required school subject, the classes may occur infrequently, and children taking them often accrue only low levels of physical activity (Simons-Morton et al., 1994).

Foreign Literature

Mahar (2011) states that children's physical activity levels are directly related to the opportunities they have to be active. Schools have the potential to influence the physical activity behaviors of their students through various opportunities in addition to physical education (van Landeghem, 2003). Furthermore, children are sedentary for much of the school day, and emerging evidence suggests that long periods of inactivity should be avoided. Thus it is essential for the school setting to provide opportunities outside of physical education for school-age children to be physically active throughout the school day.

Critics observed that participation in sports may reduce the time available for studying and learning (Rees & Sabia, 2010) since students-athletes were having difficulties in managing their time between hectic schedules of sports training and requirements of academic subjects (Montacalbo-Ignacio, et. al., 2017). However, sports enthusiasts claimed that sports participation can motivate student-athletes to achieve harder, raise scholastic ambition, can keep them attending school, can improve students' academic grades (Din, 2005; Esguerra, 2019), develop awareness the benefits of good health, fitness and exercise, and understanding the spirit of teamwork, sportsmanship, and camaraderie (Rasmussen, 2000). In addition, researches showed pieces of evidence that student participating in sports and physical activities lead to developed mental and physical alertness (Khan et. al., 2012), mentally and physically alert students always improved their performances, accomplished more, and likely to continue attending classes in school (Taras, 2005).

Based on the report of the Institute of Medicine (2013), some of the schools motivate students to engage in sport by giving curricular points in particular subjects. By giving a certificate of recognition and some medals, to honor the greatness of an individual who is engaging and representing their school. Some of the schools also offered a scholarship to athletes who are willing to represent their school and become one of them. This emphasizes that sports representation in our country is one of the important factors to cope up with the modern world. This shows the progress of how schools embrace sports to be part of their accomplishment.

An example of cause and effect on how does school motivates students to engage in sports: (a) Cause: A player participates in sports to condition his/her body and to attain progress in physical activity; Effect: It helps to develop the skills of an individual and to strengthen the person's mind and body; (b) Cause: The school supports the training of every athlete; Effect: It develops self-esteem and discipline among athletes; (c) Cause: Enough facilities and equipment provided by the school to athletes; Effect: Deep motivation among student and athletes and more conducive to learn, and (d) Cause: School supports the teachers, coaches and all of the personnel involved in sports activities; Effect: It makes the event possible and training program will more effective and efficient to attain the objectives.

Local Literature

The status of sports activities in schools like La Salle, Ateneo and UST are very competitive in terms of rivalry in specific events - this includes on how their coaches motivating them to participate and to give honor to their schools. The said schools are balanced when it comes to academic and sports

activities. It aims to have a better quality education at the same time to excel in sports and become known as one of the great schools in terms of education and sports. Meaning, the support of schools in their sports activities is in a class by itself; proper time management and consideration to the athletes.

According to the study of Montecalbo-Ignacio et. al. (2017), some critics further believed that there was no possibility that the student-athletes achieve excellence in sports as well as in academics at the same time. The present study examined the relationship between sports participation and academic achievement of thirty-six (36) randomly selected collegiate athletes who participated in the National State Colleges and Universities Athletic Association Competition. They were taking up different academic courses. While in the university academic achievement was measured based on their general weighted average (GWA). Secondary data on the 1st and 2nd semesters of AY 2014-2016 GWA were used in the analysis. The results of the study revealed that there was a significant relationship between sports participation and academic success of the student-athletes. Sports participation improved athletes' perceptions of academic excellence, mental processes and becoming more logical and patient. A significant improvement regarding class attendance of the student-athletes was also noticed.

The focus of every school in the Philippines is to inculcate patriotism and nationalism, foster love of humanity, promote respect for human rights, appreciate the role of national heroes in the historical development of the country and teach right and duties of citizenship but also some of the schools in the Philippines target not just to excel in academic track but also to excel in sports activities (Philippines Curriculum Development - International Bureau of Education, 2017). They even create some curriculum that will develop the capability of students to participate in sports. For example, in elementary and secondary levels of some schools, they are offering tryouts to participate to become a varsity and to compete with other schools. In Senior high school, they have sports activities and also sports officiating, sports organization and sports management. In college institutions, they are offering different sports such as basketball, volleyball, softball, soccer, swimming, social ballroom, jazz, and lawn tennis. This simply means that sports help every individual in terms of physical and emotional needs. Even the Department of Education (DepEd) mandates every school to undertake physical activities and folk dance.

From these reviews, the researcher drew much of the methodology and processes in investigating the perceptions of students regarding the support of the school between academic and sports activities towards the promotion and sustainability of sports activities.

METHODOLOGY

This study used the descriptive-survey and action research design including both qualitative and quantitative methods using data collection procedures such as the questionnaire, structured interview protocols, and follow-up questions. The data are analyzed using the content analysis based on the structured interview and the use of weighted mean in determining the intensity of the response of the respondents for each behavioral indicators in the survey. Furthermore,

the researchers' target is to compare the support that the school gives when it comes to activities whether it is academic or sports activities.

Purposive convenience sampling, a specific type of non-probability sampling method, which is selected based on convenient accessibility and proximity to the researcher as well as the characteristics of a population and the objective of the study, was used in the research. The data collection was gathered from twenty-four (24) students of Espiritu Santo Parochial School of Manila, Inc., from the Grade School Department, Junior High School Department, and Senior High School Department, specifically from grades four to twelve, including athletes, honors and regular students, with the help of the MAPEH teachers (as contributors).

In terms of the questionnaire, it consists of 18 statements to be answered by the students in the form of a scale presented in a numerical rating scale as adapted in the form of a Likert Scale, composed of responses as strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The data were gathered after the school year to answer the given research instrument easily and validly.

RESULTS AND DISCUSSION

The General Perception of the Students towards School's Support between Academic and Sports Activities

A. Involvement

The students agree that were they involved in school academic activities with an obtained weighted mean value of 3.25. On the other hand, they strongly agree that they were involved in school sports activities with an obtained weighted mean value of 3.5.

B. Information Awareness

The students agree that they were well-informed both in academic and sports activities in school with an obtained weighted mean value of 3.25.

C. Availability of Activities

The students agree that the school often offers academic activities with an obtained weighted mean value of 3.21 as well of sports activities with an obtained weighted mean value of 3.00.

D. Support on Outside Activities

The students strongly agree that the school supports outside academic activities in subject areas such Robotics, Mathematics, Science and others with an obtained weighted mean value of 3.63, as well as outside sports activities such RCAM ES League, Palarong Maynila, and South Manila Sports with an obtained weighted mean value of 3.29.

E. Adequacy of Activities

The students disagree that sports activities in school are enough for the entire school year with an obtained weighted mean value of 2.21. On the other hand, they agree that the academic activities in school are enough for the entire school year with an obtained weighted mean value of 3.25.

F. Support on Training

The students agree that the school supports academic activities when it comes to training with an obtained weighted mean value of 3.08 as well as sports activities with an obtained weighted mean value of 2.83.

G. Sufficiency of Training Hours

The students disagree that the school has enough sports training hours with an obtained weighted mean value of 2.50. On the other hand, they agree that the school has enough academic training hours with an obtained weighted mean value of 3.17.

H. Support on Class Involvement

The students agree that the school supports the academic activities in joining the class to support their involved classmates with an obtained weighted mean value of 3.25 as well the sports activities in joining the class to support their teams such in Intramurals and other sports activities with an obtained weighted mean value of 3.08.

I. Sufficiency of Trainers

The students disagree that the school has enough certified coaches and trainers besides teachers in managing the sports activities with an obtained weighted mean value of 2.33. On the other hand, they agree that the school has enough certified trainers besides teachers in training academic activities with an obtained weighted mean value of 3.00.

The Primary Concern of the Students towards the Support of the School in Sports Activities

According to the students, the following are their concerns and perceptions, and recommendations towards the support of the school in sports activities:

A. Students' Concerns Towards the School's Support in Sports Activities

The students' concerns include that: (1) there are not enough coaches for the number of athletes, (2) there is somewhat a lack of support from the school in terms of sports activities, (3) hard to follow-up in their classroom activities because the sports activities are scheduled during school days, (4) the school gives short time period with sports activities such as sports fest, (5) there are classes while games are being held, therefore this doesn't give students chance to support their team and have fun, and (6) there is not enough leagues for the school to compete with.

B. Students' Recommendations Towards the School's Support in Sports Activities

The students' recommendations include that: (1) the distribution of time and venues (e.g. use of the gymnasium by the junior high school students and the senior high school students) should be properly handled to avoid confusions and fairness, (2) they should have certified coaches/trainers; sometimes our coaches (teachers) not able to attend the training because of teachers duties, and (3) the school focuses more on academics maybe because our school is academically competent.

The General Status of Sports Activities in the School

Three components had been disagreed by the students in terms of the support of the school to sports activities such that:

1. the sports activities in school are enough for the entire school year,
2. the school have enough sports training hours, and
3. the school has enough certified coaches and trainers besides teachers in managing the sports activities.

The Proposed Action to the School to Promote and Sustain the Sports Activities

The school could promote and sustain sports activities based on the following considerations from the students:

- A. enough announcements to make the students aware that there are lot of sports activities they can participate, bringing up enough sports activities and make all the students participate well in all sports activities, and adding sports and days in the intramurals may also help to promote it;
- B. training for beginners (conduct more sports activities such summer training and other engagements in sports festivities), and having enough training hours, and having a good bond with their teammates and with their coach is very essential in sustaining the sports activities;
- C. coaches and/or trainers should see the proper activities, rules, and programs in order to promote the sport, inviting more participants, and most importantly is that by hiring professional trainers from other schools that could really enhance and boost every student's abilities and talents; and
- D. having better intramurals - since intramurals is a time for students to enjoy sports, it should be a whole week's activity aside for training and playing; what happens during intramurals is just a few players are able to play and the other students just stay in their respective room busy with academics.

Discussion

Recommended levels of vigorous- or moderate-intensity physical activity for youth are more likely to be achieved and sustained in the school setting if students, administrators, teachers, and supportive policies and environments are integrated. Based on the context, both activities - academic and sports, play an important or essential part of mental and psychological well-being to help students raise self-esteem, develop school spirit and connect with the adults in the community in a positive manner creating a good situation for all. In addition, students, teachers, administrators, and other concerned personnel and individuals in the school could be an agent for making the event possible and for training program be more effective and efficient to attain the objectives.

On the other hand, the school can be a rich resource for joint-use agreements that facilitate physical activity programming for students in the community [outside of school time]. Even though sufficient evidence exists to support augmenting student physical activity during school hours and at school-related after-school activities, important questions remain about tailoring interventions to fit the wide social and physical variations among schools.

Action Plan

The following are the recommendations of the researchers and the MAPEH teachers (contributors) to further improve the sports activities and to promote and sustain the sports activities of the school: number of leagues for the entire school year, tune-up games with the other cluster schools, sports scholarship, coach and trainers from outside, and the implementation of the continuous development program.

CONCLUSION

According to the perception of the students towards school's support between academics and sports activities, it is clearly

interpreted that the school gives more support in academic activities with a general average of 3.23 compared to 2.89 general average in sports activities with an obtained difference value of 0.34. In addition, three components had been disagreed by the students in terms of the support of the school to sports activities such that: the sports activities in school are enough for the entire school year, the school has enough sports training hours, and the school has enough certified coaches and trainers besides from teachers in managing the sports activities.

Based on the follow-up questions answered by the students, the primary concern and perception towards the support of the school in sports activities are the following: [certified] coaches and trainers for a respective number of athletes aside from teachers, enough time and venues for sports activities, a number of leagues for the school to compete with (inside and outside the school premises), and participation of other students for socialization, entertainment, and self-satisfaction.

In addition, though the obtained general average of the sports activities in terms of the school's support was a good figure (2.89) agreed by the students, it has a difference of 0.39 to become a figure of 2.50 interpreted as disagree; therefore the school should at least promote and/or sustain the sports activities based on the following students' recommendations: training (for beginners and interested individuals), and enough training hours and (more) sports activities, number of coaches/trainers, scope and time span of sports activities, and dissemination of information (announcements).

REFERENCES

- [1] Baker, C. N. (2008). Under-represented college students and extracurricular involvement: The effects of various student organizations on academic performance. *Social Psychology of Education*, 11:273-298. <http://doi.org/10.1007/s11218-007-9050-y>
- [2] Correa, M. et. al. (2015). Extracurricular activities and academic achievement: A literature review. *Global Advanced Research Journal of Educational Research and Review*, 4(9), 165-169.
- [3] Din, F. S. (2005). Sport activities versus academic achievement for rural high school students. *National Forum of Applied Educational Research Journal-Electronic*, 18(3).
- [4] Esguerra, P. A. (2019). Relationship of academic and sports performance of athletes in Nueva Ecija high school. *International Journal of Social Science and Humanities Research*, 7(3), 461-473.
- [5] Institute of Medicine (2013). *Educating the student body: Taking physical activity and physical education to school*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/18314>
- [6] Khan, M. Y., Jamil, A., Khan, U. A., and Kareem, U. (2012). Association between participation in sports and academic achievement of college students. *International Journal of Academic Research in Business and Social Sciences*, 2(8).
- [7] Kohl, H. W. et. al. (2012). The pandemic of physical inactivity: Global action for public health. *The Lancet*, 380(9838), 294 - 305.
- [8] Mahar, M. T. (2011). Impact of short bouts of physical activity on attention-to-task in elementary school children. *Preventive Medicine*, 52(Suppl):S60-S64.
- [9] Montecalbo-Ignacio, R. C. et. al. (2017). Academic achievement as influenced by sports participation in selected universities in the Philippines. *Scientific & Academic Publishing*, 7(3): 53-57. <https://doi.org/10.5923/j.edu.20170703.03>
- [10] National Academy of Sciences (2013). *Educating the student body: Taking physical activity and physical education to school*. National Academy of Sciences.
- [11] Novak Djokovic Foundation (2015). *The importance of sports for children*. Novak Djokovic Foundation
- [12] Rasmussen, K. (2000). The changing sports scene. *Educational Leadership*, 57(4), 26-29.
- [13] Rees, D. I. and Sabia, J. J. (2010). Sports participation and academic performance: Evidence from the National Longitudinal Study of Adolescent Health. *Economics of Education Review*, 29(2010), 751-759.
- [14] Simons-Morton, B. G. et. al. (1994). Observed levels of elementary and middle school children's physical activity during physical education classes. *Preventive Medicine*, 23(4):437-441.
- [15] Taras, H. (2005). Physical activity and student performance at school. *Journal of School Health*, 75, 214-218.
- [16] Van Landeghem K. (2003). *Preventing obesity in youth through school-based efforts*. Washington, DC: National Governors Association Center for Best Practices, Health Policy Studies Division.
- [17] Wilson, N. (2009). *Impact of extracurricular activities on students*. University of Wisconsin-Stout, Menomonie, WI.